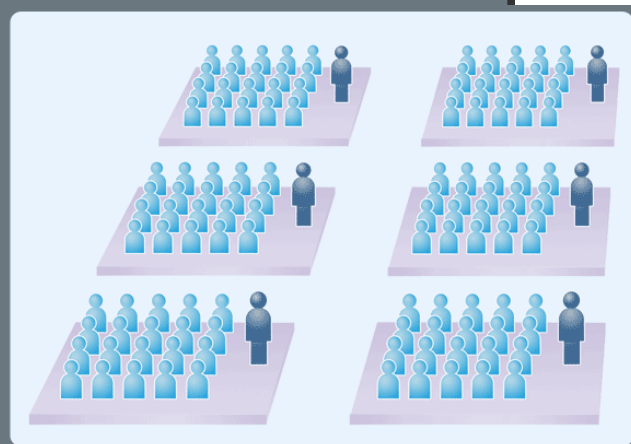


Our school is part of a community, called iZone360, which is reimagining the traditional school model in order to address the needs, strengths, and motivations of each student.



## Why We Need to Innovate

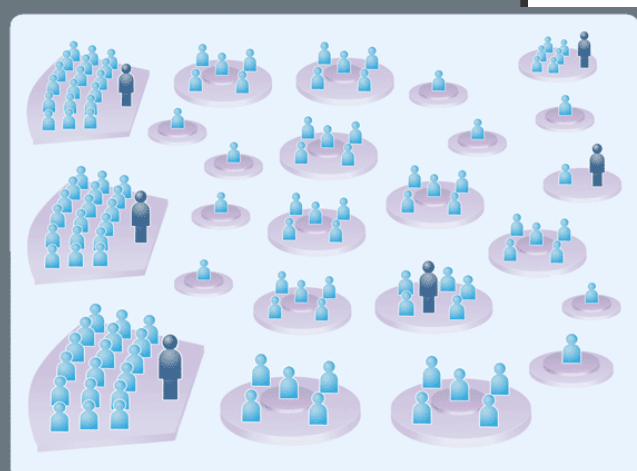
Our school is trying to find ways to increase student engagement while funding and staffing resources are shrinking. We want to increase what we can offer students by taking advantage of new technology, creative scheduling and external internships. .



## A New Approach to School

We want to be able to offer students more options (first for language - in the future in other subject areas) and schedule teachers to teach smaller sections by using technology for blended learning opportunities within existing classes and in separate locations like a possible language lab.

We want students to learn in real-world contexts, with a wide-range of internships giving them exposure to all the City has to offer.



How can we reimagine and transform curriculum and assessment to help all students meet or exceed the Common Core Standards and other rigorous academic standards?

Curriculum can exist in a blended learning framework, so that students are learning online and from the classroom teacher, able to work at their own pace.

Classes can give students credits in multiple areas at once, allowing students to learn through connections, real-world applications and through their creativity.

Assessments are aligned to core competencies, which are anchored in the school's mission and allows for individualization.



How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

Curriculum and assessments need to tap into the technology and needs of a 21<sup>st</sup> century learner. With the advent of mind/brain research, redefinition of globalization and impact of technology on education, schools must change to meet these world shifts.

Students need to be able to use technology and learn in and outside of the classroom. Teachers need to serve the roles of facilitators and instruction needs to be grounded in in-depth research and challenging texts.



How can students work together with staff and their families to create a personalized learning plan that helps them reach mastery at their own pace?

Individualized Learning Plans allow students to monitor their progress, and families to talk to their students about where they are. Using technology, such as Google docs, students and teachers can share documents and set and align goals to learning competencies. Blended learning allows students to be able to learn at their own pace, and monitor progress.



How can students receive frequent and detailed feedback on their progress toward mastery?

Ongoing benchmark, formative and summative assessments give students indicators to their progress across a four-year span anchored in clear learning standards and expectations. Cross-curricular standards, along with inter-disciplinary standards allow students and families to see how learning is connected, and where they fall on the spectrum.

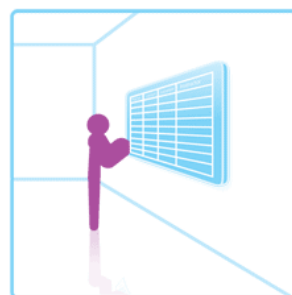
Sum of weight												umn Labels



How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?

With online learning, students can work from any computer. Students upload their documents onto Google docs, share with classmates, and can view each other's learning. School websites allow teachers to post assignments, and for students to be in contact with teachers throughout the year.

Online portals for assessments allow students to monitor their progress.

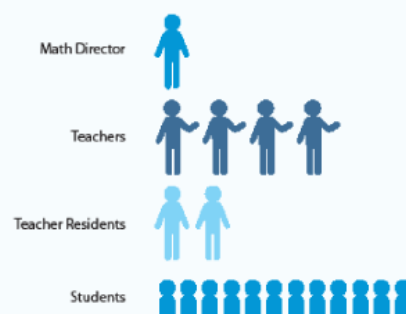


How will staff take on new, flexible roles as coaches and facilitators to guide student learning? How can alternative staffing models help meet each student's needs?

Through the advisory program, teachers coach students through their learning plan, using an online platform to monitor their progress and set goals.

With smaller classes, teachers utilize the workshop/conferring model to meet with students and monitor their progress, setting goals.

Through an internship program, students learn in and outside of the classroom, where they connect their real-world learning to 'in school' learning, with teachers serving as coaches to help them bridge those connections.



How can we create flexible and real-world learning environments by re-imagining our use of technology, scheduling, and community/home resources?

Leveraging multiple instructional modalities

Large Group Instruction



Small Group Instruction



Small Group Collaboration



Virtual instruction delivered by software



Virtual instruction delivered by remote instructors



Independent learning

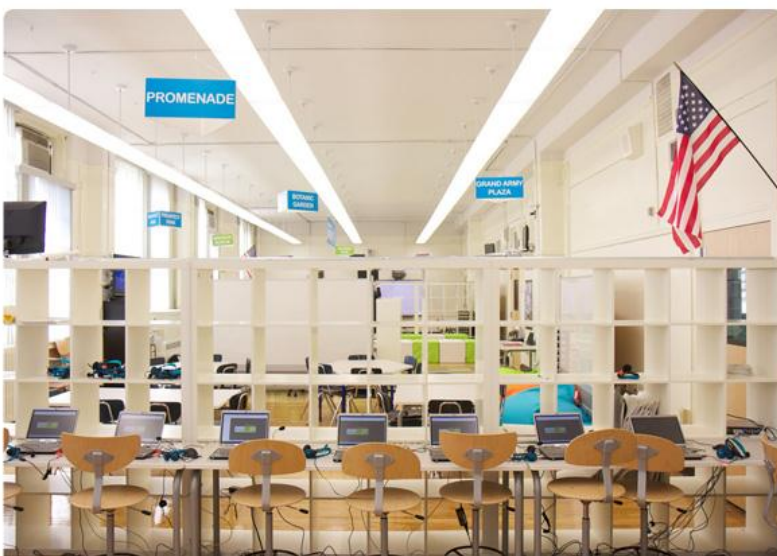


Peer tutoring



Flexible scheduling allows for more creative ways to address student learning needs. Creating embedded electives and interdisciplinary courses allows students to receive multiple credits towards graduation in one classroom. For instance, students can be learning about Biology and health together, or learning about Geometry and architecture.

Students learn in a traditional classroom setting, and online, with blended learning models, allowing students to have time to practice individually, and work at their own pace towards goals.





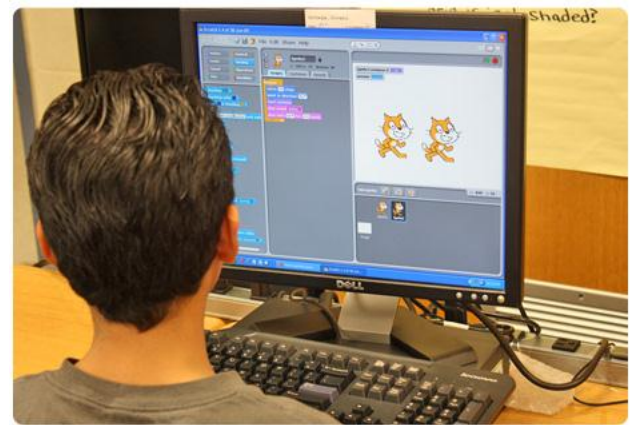
A 9<sup>th</sup> grader comes to BCCHS, and attends classes with no more than 28 students in a room.



One day a week, instead of going to a traditional Spanish class, they go to an online language lab, where they get to practice speaking and listening in a real-world setting.



While learning Biology, they also learn about their own Health and how they connect. In English, they have Writing Lab, where they practice writing skills and earn additional credits.



10<sup>th</sup> graders get to build bridges, creating online blogs, researching global models and applying their knowledge of geometry to architecture. They present their learning in a school-wide conference.



Upperclassmen leave school each week for real-world hands-on learning through internships around their interests. They apply what they learn to their Senior Exit project, which they defend to their peers for graduation.

